

About The New England Common Assessment Program

This report highlights results from the Fall 2005 Beginning of Grade New England Common Assessment Program (NECAP) tests.

The NECAP tests are administered to students in New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability. Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the three states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade – in other words, the content and skills which students have learned through the end of the previous grade.

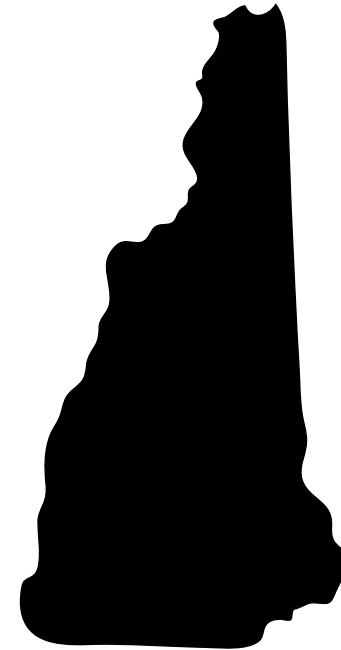
Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to questions. On the mathematics test,



students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen school's and district's evaluation of their ongoing improvement efforts.



Fall 2005 Beginning of Grade 3 NECAP Tests

Grade 3 Students in 2005-2006

State Results

State: New Hampshire



Fall 2005 - Beginning of Grade 3 NECAP Tests

Grade 3 Students in 2005-2006

Grade Level Summary Report

State: New Hampshire

Schools and districts administered all NECAP tests to every enrolled student with the following exceptions: students who participated in the alternate assessment for the 2004-05 school year, first year LEP students, students who withdrew from the school after October 1, 2005, students who enrolled

in the school after October 1, 2005, students for whom a special consideration was granted through the state Department of Education, and other students for reasons not approved. On this page, and throughout this report, results are only reported for groups of students that are larger than nine (9).

PARTICIPATION in NECAP	Number									Percentage									
	School			District			State			School			District			State			
Students enrolled on or after October 1							15,139									100			
Students tested Students not tested in NECAP State Approved Alternate Assessment First Year LEP Withdrew After October 1 Enrolled After October 1 Special Consideration Other	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	
							14,840	14,854								98	98		
							220	197								1	1		
							152	152								1	1		
							25	0								0	0		
							21	28								0	0		
							13	8								0	0		
							9	9								0	0		
							79	88								1	1		



Fall 2005 - Beginning of Grade 3 NECAP Tests

Grade 3 Students in 2005-2006

Reading Results

State: New Hampshire

Proficient with Distinction

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

Proficient

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

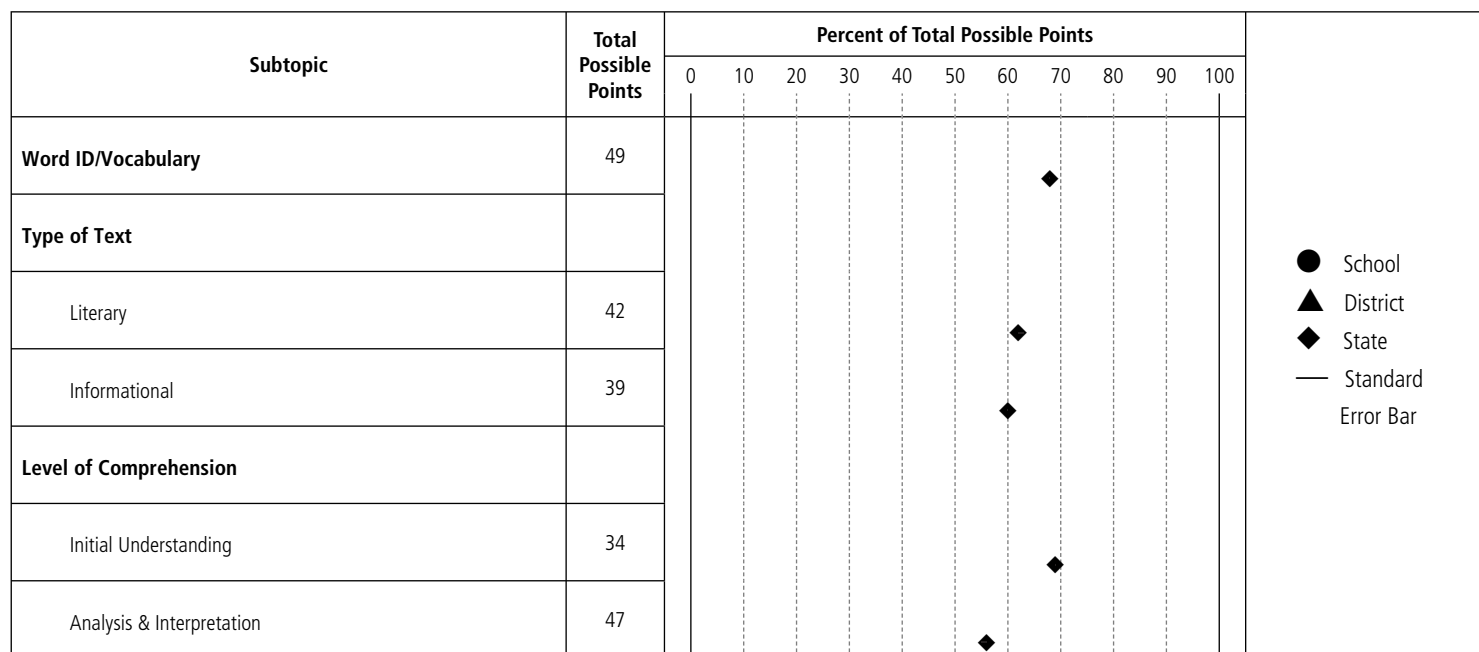
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL 2005-06 2006-07 2007-08 Cumulative Average													
DISTRICT 2005-06 2006-07 2007-08 Cumulative Average													
STATE 2005-06 2006-07 2007-08 Cumulative Average	15,139	220	79	14,840	2,667	18	7,871	53	2,703	18	1,599	11	346

Partially Proficient

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

Substantially Below Proficient

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.





Fall 2005 - Beginning of Grade 3 NECAP Tests

Grade 3 Students in 2005-2006

Disaggregated Reading Results

State: New Hampshire

REPORTING CATEGORIES	SCHOOL												DISTRICT						STATE						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
All Students																				14,840	18	53	18	11	346
Gender																									
Male																				7,630	14	53	20	13	345
Female																				7,210	22	53	17	9	347
Not Reported																				0					
Primary Race/Ethnicity																									
American Indian or Alaskan Native																				40	10	43	20	28	340
Asian																				339	28	50	17	5	350
Black or African American																				289	8	40	28	24	338
Hispanic or Latino																				411	5	43	26	26	338
Native Hawaiian or Pacific Islander																				30	7	37	20	37	335
White (non-Hispanic)																				13,707	18	54	18	10	346
No Primary Race/Ethnicity Reported																				24	17	50	25	8	343
LEP Status																									
Currently receiving LEP services																				403	4	36	28	32	335
Former LEP student - monitoring year 1																				9					
Former LEP student - monitoring year 2																				4					
All Other Students																				14,424	18	54	18	10	346
IEP																									
Students with an IEP																				1,758	2	26	29	43	332
All Other Students																				13,082	20	57	17	6	348
SES																									
Economically Disadvantaged Students																				3,061	6	46	25	22	339
All Other Students																				11,779	21	55	16	8	348
Migrant																									
Migrant Students																				3					
All Other Students																				14,837	18	53	18	11	346
Title I																									
Students Receiving Title I Services																				2,874	6	42	32	20	339
All Other Students																				11,966	21	56	15	9	348

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2005 - Beginning of Grade 3 NECAP Tests

Grade 3 Students in 2005-2006

Mathematics Results

State: New Hampshire

Proficient with Distinction

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

Proficient

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

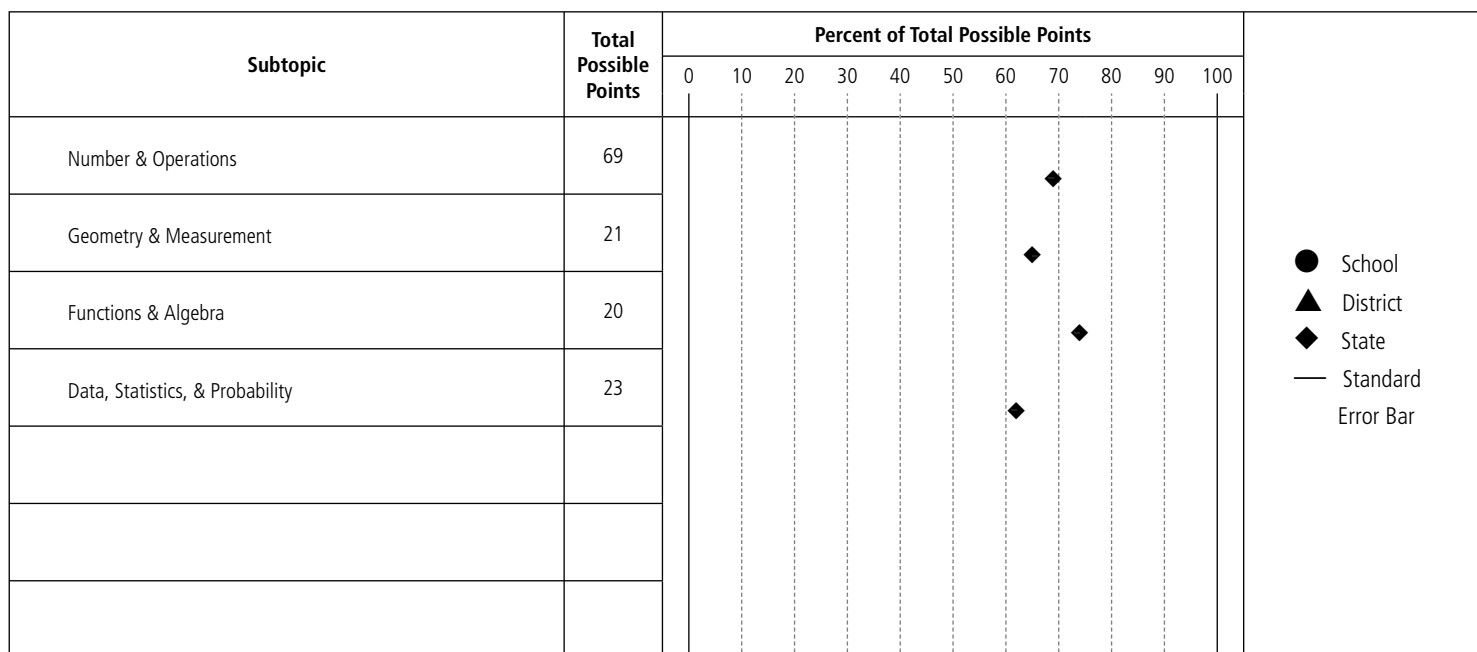
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL 2005-06 2006-07 2007-08 Cumulative Average													
DISTRICT 2005-06 2006-07 2007-08 Cumulative Average													
STATE 2005-06 2006-07 2007-08 Cumulative Average	15,139	197	88	14,854	2,795	19	7,261	49	3,013	20	1,785	12	344

Partially Proficient

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

Substantially Below Proficient

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.





Fall 2005 - Beginning of Grade 3 NECAP Tests

Grade 3 Students in 2005-2006

Disaggregated Mathematics Results

State: New Hampshire

REPORTING CATEGORIES	SCHOOL												DISTRICT						STATE						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
All Students																				14,854	19	49	20	12	344
Gender																									
Male																				7,640	19	50	19	11	344
Female																				7,214	18	47	21	13	344
Not Reported																				0					
Primary Race/Ethnicity																									
American Indian or Alaskan Native																				41	7	39	34	20	339
Asian																				344	32	47	12	8	348
Black or African American																				294	6	35	27	33	336
Hispanic or Latino																				418	6	40	25	28	337
Native Hawaiian or Pacific Islander																				30	3	37	17	43	333
White (non-Hispanic)																				13,703	19	50	20	11	344
No Primary Race/Ethnicity Reported																				24	17	42	29	13	343
LEP Status																									
Currently receiving LEP services																				425	6	33	23	37	335
Former LEP student - monitoring year 1																				9					
Former LEP student - monitoring year 2																				4					
All Other Students																				14,416	19	49	20	11	344
IEP																									
Students with an IEP																				1,756	5	31	28	36	336
All Other Students																				13,098	21	51	19	9	345
SES																									
Economically Disadvantaged Students																				3,061	7	42	27	24	339
All Other Students																				11,793	22	51	18	9	346
Migrant																									
Migrant Students																				3					
All Other Students																				14,851	19	49	20	12	344
Title I																									
Students Receiving Title I Services																				1,862	8	41	28	23	339
All Other Students																				12,992	20	50	19	11	345

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.